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AUTHOR Stearns, Marian S.; And Others
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ABSTRACT

The Interagency Panel on Early Childhood Research and Development, convened in the spring of 1970 by the Office of Child Development, reports on its activities among 11 federal agencies over an 18 month period. It conducted a survey of federally funded research in early child learning and development, developed a data bank, and gathered information on what we know and do not know about the subject. It also prepared a report containing a survey of significant research questions, an analysis of fiscal year 1971 early childhood research, a description of FY 1973 federal agency research plans, and an outline of future tasks of the Panel. A summary of this report is included. An appendix summarizes 8 agency plans for research in FY 1973 in chart form under the following headings: The Developmental Process; Effect of Primary Environmental Influences; Effect of Community and Broader Social Programs; The Global Approach and Combined and Comparative Effects; Research to Benefit All Children; Research on Methodology; and Study of Research Planning and Dissemination. (DJ)

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TOWARD INTERAGENCY COORDINATION:

An Overview of Federal Research and Development Activities Relating to Early Childhood and Recommendations for the Future

Executive Summary

PS 006056

A Report by the Interagency Panel on Early Childhood Research and Development

October 1971

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Toward Interagency Coordination:
An Overview of Federal Research and Development Activities Relating to Early Childhood, and Recommendations for the Future

A Report by the Interagency Panel
on Early Childhood Research and Development

Prepared for the Panel by Marian S. Stearns, Ph. D.
Ellen O. Searcy, M.A.
Anne H. Rosenfeld, B.A.

Participating Agencies

Department of Health, Education and Welfare

- Office of Child Development (OCD)
- National Institute of Child Health and Human Development (NICHD)
- National Institute of Mental Health (NIMH)
- Maternal and Child Health Service (MCHS)
- Community Services Administration (CSA - SRS)
- Office of Education (OE)
  - National Center for Educational Research and Development (NCERD)
  - Bureau of Education for the Handicapped (BEH)
  - Bureau of Elementary and Secondary Education, Follow Through Program (BESE)
  - Bureau of Educational Personnel Development, Early Childhood Training Program (BEPD)
- Office of the Assistant Secretary for Planning and Evaluation (OASPE)

Office of Economic Opportunity (OEO)

Introduction

Is there any pattern or design in Federally funded research in early child learning and development? Are there wide gaps in areas of research effort? What do we know about young children as a result of Federal research activity? What do we need to know and where should future Federal funding be focused?

These inquiries came from the President and from the Office of Management and Budget. They are important inquiries and needed responses from those people in the Federal government who were best informed, and who were professionally involved in the research activities of the various Federal agencies.

To respond to these inquiries, the Office of Child Development convened an interagency group in the spring of 1970, made up of professional representatives from those parts of the government that have a major interest in early child learning and development. This Interagency Panel on Early Childhood Research and Development has met regularly since then and set itself a number of tasks which were intended to provide satisfactory responses to the questions. In the fall of 1971, an Information Secretariat was established to assist the Panel in accomplishing its objectives. As the work progressed, the possibility of the member agencies working together as a group to accomplish the goal of coordinating Federal research efforts across agencies took on increasing significance. The present report, the first approximation to an integrated Federal interagency research plan, is the result of the sustained and growing cooperation among 11 Federal government agencies over an 18-month period.

Review of Preliminary Steps

As preliminary stages in providing the requested information about early childhood research, the Panel carried out three major activities prior to the preparation of this report.

The first task the Panel set itself was to conduct a survey of Federally funded research in early child learning and development pertaining to children from conception through eight years of age. This survey focused on research carried out by the agencies in FY '70. Each agency representative on the Panel supplied the information which was organized according to agency, to research area and kind of research, and gave project funding information.

The second Interagency Panel task was the development of a data bank, containing detailed descriptions of each Federally funded research project in early child learning and development. This data bank was updated for FY '71 and basic information was drawn from it for this report on research needs and plans. Work is continuing on the refinement of a classification and coding scheme for early childhood research which will make possible uniform reporting of the work of all relevant agencies. A fully developed information system will make available, on a continuing basis, knowledge about the nature and distribution of efforts among agencies.

As its third major task, members of the Panel gathered information on what we know and do not know about child learning and development. From this compilation, derived through the knowledge and experience of the Panel members, as well as from searches of other information sources, the Panel determined tentative areas needing present and future research support. In addition, the Panel recommended strategies needed to improve research in early child learning and development. This activity became

a major source in the preparation of the present document, particularly in the sections dealing with gaps and questions.

Highlights of the Report

With the basic work completed, the Panel undertook the writing of the present report of which this is a summary of highlights. The report contains 1) a survey of significant research questions bearing on children's learning and development, 2) an analysis of FY '71 early childhood research, 3) a description of FY '73 Federal agency research plans and 4) an outline of future tasks of the Interagency Panel on Early Childhood Research and Development.

Present Knowledge, Questions and Strategies Concerning Early Childhood R & D.

This section of the report briefly summarizes the present status of knowledge about early childhood and indicates research questions still needing answers. Further, it presents some important guidelines or approaches to the conduct of research in the various content areas. The discussion of research questions is organized into three sections related to the subject matter of research in early childhood: child development processes (cognitive, social-emotional, and physical development); the influence of the primary environment (home, school, neighborhood); and the impact of social intervention programs (day care, compensatory education, child advocacy, housing, employment, income maintenance programs and educational TV). The important guidelines for research strategies are presented here in toto since they are recognized as basic and in some cases represent departures from present strategies. These guidelines will be studied by the Interagency Panel as it makes plans for future research efforts.

a. Research to Benefit all Children. There is a need to consider the

optimal growth and development of children of all ethnic, social and economic backgrounds, and hence to develop pluralistic programs and assessment instruments for all children.

b. Research on the Total Child. Research has focused on separate processes of child development. Future studies must emphasize the effect of events and influences on the child as a whole person.

c. Research on the Total Life Space of the Child. Research on the total child functioning in his total life space is needed - the life space in which a range of interrelated environmental influences impinge on the developing child.

d. Theory-knowledge Research. Studies relating to the basic structure and processes affecting the fetus, infant and child must continue to receive support. Such studies contribute to the formulation of theories of growth and development which become subsequently the foundations for intervention programs.

e. Policy-related Research. Research is needed to provide an objective basis for social policy development. The relative merits of various intervention programs must be compared and evaluated to discover the most effective solutions to social problems. Also, Federal support of recently established research projects and intervention programs needs to be sustained if the benefits of these activities are to be fully realized.

f. Longitudinal Approach to Research. In order to have a complete picture of the growth and development of children and in order to know the eventual effect of "natural" influences and planned social programs on their maturation, research must be planned to study children, environment and interventions over extended periods of time. The commitment to date

has been heavily on short-term studies which act to limit the kind of research that can be undertaken.

g. Studies to Improve the Research Process.

Goals-oriented Research. To provide a logical basis for research planning, goals for a comprehensive child development research program must be developed. Studies aimed at identifying appropriate goals for child development will provide a basis for the determination of related goals for research.

New Research Methodologies. To assist in carrying out research of the kind indicated by the above approaches, new research methodologies are needed. Among these are new behavioral observation techniques and the development of instrumentation to measure more precisely the extent of change. Badly needed are methods to evaluate the relationships between specific research variables or program characteristics (inputs) and specific results or outcomes.

Dissemination of Research Findings. If research efforts are to bear fruit, successful methods must be found for distributing new knowledge to users and for assuring that findings are put to use. There is need to assure the feedback of information from users to researchers for further research study. While new methods of dissemination may be easily developed, there remains the critical problem of utilizing this information for the advancement of programs and the subsequent development of future research.

For the purpose of facilitating the analysis of past research and future plans, the areas and guidelines for research were organized into major priority areas. These areas are listed and defined below.

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Areas and Kinds of Research

Areas of Research

A. The whole child (includes studies which conduct research in all three developmental areas: cognitive, social-emotional and physical)

B. Cognitive development (includes reading, language learning, and basic process skills, as well as other cognitive abilities)

C. Social-emotional development (includes attitudes, values, motives and social relationships)

D. Physical development (includes health and nutrition in both pre- and post-natal development)

E. Children of low-income families (includes socio-economically disadvantaged children)

F. Average-income or "mainstream" children (other than low-income children)

G. Handicapped children (includes physically, intellectually and socially handicapped)

H. Child care (includes Head Start and preschool as well as day care programs)

I. Social programs (includes research on new kinds of local or national educational systems or programs, and on new social or economic institutions or programs, studied individually, such as health and welfare systems, day care, compensatory education, housing, employment, or income maintenance)

J. Primary environment (includes research focused on any one influence present in natural surroundings: adults, peers, school, home, neighborhood)

K. Combined influences (includes studies on the effect of settings providing educational and other programs, the impact of more than one of

the primary influences -- school, home, teachers, parents, peers -- and of combinations of other social programs or environmental influences mentioned in I and J above)

L. Total life space (studies of the interrelatedness of all factors in a specific environment and their effect)

M. Parent and family involvement (includes training of parents as well as home and family influences)

N. Community involvement (includes study of school and community agencies and neighborhood groups involved in child development)

O. Child advocacy (study of the organized support of children's right to receive health, education and welfare services)

P. Individualized instruction (research on any element necessary to develop and validate instruction based on the characteristics and needs of the individual learner)

Q. Television instruction (including EVR -- electronic video recording)

R. Methodological research to develop measures and assessment instruments

S. Studies on the dissemination of research results (including training of personnel involved in children's learning and provision of services to children)

T. Research to assist planning

1. The analysis or development of a classification system for the child development domain
2. Social policy studies related to child development
3. Research to determine social needs
4. Research on national goals for child development
5. Planning of goals for child development research

Kinds of Research

A. Basic analytic or descriptive research

B. Applied research

   1. Development of systems, materials, methods, media etc.

   2. Demonstration of new products or innovative methods in the field

   3. Pilot studies (occur in field but are not planned as demonstrations)

   4. State-of-the-art studies

   5. Surveys of target group needs and problems

C. Evaluations of overall program impact, or of individual strategies, models or projects, or cost-benefit studies

D. Longitudinally designed studies

E. Cross-sectional designs

The Analysis of FY '71 Research

To provide a base for the planning of future programs, FY '71 research projects of each Federal agency represented on the Interagency Panel were analyzed according to the broad research priority areas just described. Table 2 shows the distribution of FY '71 research by individual agency and area. Table 4 shows the total amount of all-agency research in each major research area. Analysis of these Tables indicates that the least amount of research was conducted in the following areas:

Research planning
Primary environmental influences
Individualized instruction
Research methodology
Child advocacy
Life space studies
Television instruction

The areas of family involvement, cognitive development and child care received the major research attention in FY '71.

TABLE 2

FY 71 DISTRIBUTION OF AREAS AND KINDS OF RESEARCH BY AGENCY [1]

(Based on Total Number of Projects Each Agency)

AREAS OF RESEARCH	OCD	NICHD	NIMH	MCHS	SRS (N=16) (2)	NCERD (3)	BEH	BESE (Follow Through)	BEPD	OASPE	OEO (FY 70)	NO. AGENCIES 40% or more
Development Processes												
Cognitive Development	a	X	X	b	b	X	a	X	b	b	X	5
Socio-emotional Dev.	b	b	X	b	X	a	b	a	b	b	X	3
Physical Development	b	X	b	X	b	b	b	b	b	b	b	2
Whole Child	a	b	a	b	X	b	X	b	b	b	b	2
Environmental Effects												
Primary Environment	a	b	a	b	a	a	b	X	b	b	–	1
Social Programs	a	b	a	b	X	b	a	X	b	X	X	4
Child Advocacy	a	b	b	b	X	b	b	b	b	b	–	1
Child Care & Preschool Ed.	X	b	b	b	a	X	b	b	b	X	X	4
Family Involvement	X	b	X	b	X	a	X	X	b	b	X	6
Community Involvement	a	b	b	b	b	b	X	X	b	b	–	2
Combined Influences	b	b	X	b	a	a	X	a	b	b	a	2
Life Space	b	b	b	b	a	b	b	b	b	b	–	0

1. The vertical columns show the percent of projects for each area and kind of research, carried out in each agency. They show agency focus. The horizontal rows show the research all the agencies carried out in any one kind or area of research. They indicate the areas in which the greatest amount of work was carried out in FY 71.

KEY:

X = 40% or more of projects

a = 16-39% of projects

b = 15% or less of projects

TABLE 2, con't

	OCD	NICHD	NIMH	MCHS	SRS	NCERD	BEH	BESE (Follow Through)	BEFD	OASPE	OEO	NO. AGENCIES 40% or more
Research Planning	X	b	b	a	X	b	b	a	a	X	b	3
Research Dissemination	b	b	b	b	X	a	b	a	X	b	–	2
Research Methodology	b	b	b	b	X	a	b	b	b	b	b	1
Research Population												
Low-income children	X	b	a	X	a	X	b	X	b	a	X	5
Average-income or all children	b	X	X	a	a	X	b	b	b	X	b	4
Handicapped	b	b	b	a	X	b	X	b	b	b	–	2
Individualized Instruction	b	b	a	b	b	a	b	a	b	b	b	0
Television Instruction	b	b	b	b	b	b	b	b	b	b	b	0
KINDS OF RESEARCH												
Basic Research	a	X	X	b	a	X	b	b	b	b	a	3
Applied Research	X	b	a	X	X	X	X	X	a	b	X	7
Evaluations	b	b	a	a	X	b	b	a	b	X	a	2
Longitudinal Studies	a	a	a	b	a	b	b	b	b	b	a	0

2. Since the total number of projects reported for SRS was 16, only six projects represent 40% of the total and do not involve a major investment in FY 71.

3. Over half the number reported for NCERD represent program level research. Since a program may consist of several projects the amount of research in any one category in Table 2 may be underrepresented for NCERD.

Table 4

All-Agency Distribution and Rank Order (by per cent) of Areas of Research

FY 1971* N = 707 projects

26 to 30%	Per Cent Rank	21 to 25%	Per Cent Rank
Family involvement	30%	Combined influences	25%
Cognitive development	29%	Low-income children	24%
Handicapped children	29%	Physical development	23%
Child care	28%		

16 to 20%		11 to 15%	
Whole child	20%	Average-income children	15%
Community involvement	19%	Social programs	13%
Social-emotional development	16%	Research dissemination	13%

6 to 10%		1 to 5%	
Research planning	10%	Child advocacy	5%
Primary environment	9%	Life space	2%
Individualized instruction	7%	Television instruction	1%
Research methodology	6%		

* Percentages are based on the total number of projects and on non-mutually exclusive categories.

Agency Research Plans for FY '73

The broad areas of research need became the framework to analyze the FY '73 plans of the agencies. (Because these are future plans, narrative descriptions provided FY '73 information.) Table 8 shows the areas of research in which the agencies plan major concentration in FY '73. Comparing the major gap areas appearing in this Table with those appearing in Table 2 for FY '71, we find that more agencies plan to do substantial amounts of research in all the areas except cognitive development and physical development in FY '73 than they did in FY '71. (The same number of agencies will give major support to basic research and to research which will be of benefit to all children.) The priority areas which will receive the least attention for FY '73 are:

Basic research
Research to benefit all children
Research on the total child
Total life space studies
Planning of research goals
Research methodology
Research dissemination
Broad social programs (other than day care)
Physical development
Television instruction
Individualized instruction

The Interagency Panel will need to examine these apparently neglected priority areas to determine how they might be included in subsequent planning of the various agencies.

To further assist the Panel in developing an integrated research plan, a listing of specific research topics to be investigated by the various agencies in FY '73 was compiled. (See the Appendix.) The topics have been grouped by agency according to major research priority area. This statement of specific research activity will assist the Panel in its assessment of an overall research plan.

TABLE 8

AGENCY PLANS FOR MAJOR RESEARCH EFFORT IN FY 73, KINDS AND AREAS OF RESEARCH [1]

AREAS OF RESEARCH	OCD	NICHD	NIMH	MCHS	SRS	NCERD	BEH	BESE (Follow Through)	BEPD	OASPE	OEO	NO. AGENCIES
Development Processes												
Cognitive Development		X	X			X		X				4
Socio-emotional Dev.		X	X		X	X		X				5
Physical Development		X		X								2
Whole Child					X	X	X				X	4
Environmental Effects												
Primary Environment		X	X			X		X			X	5
Social Programs[2]	X		X	X	X					X	X	6
Child Advocacy	X		X	X	X		X					5
Child Care & Preschool Ed.	X			X	X	X	X	X	X	X	X	9
Family Involvement	X		X	X	X	X	X	X	X			8
Community Involvement	X		X	X	X	X	X	X	X			8
Combined Influences	X	X	X	X		X	X	X			X	8
Life Space			X									1

1. Areas of expected major thrusts are indicated. Descriptions of work at a more detailed level appear in Table 10 (Appendix). Total percentage amounts of work are not yet available for each research area for FY 73. The X marks represent planned expansion of research in a particular area or continuation at a substantial level of activity. The last column shows the number of agencies which plan to give major attention to each area and kind of research in FY 73.

TABLE 8, con't

	OCD	NICHD	NIMH	MCHS	SRS	NCERD	BEH	BESE (Follow-Through)	BEPD	OASPE	OEO	NO. AGENCIES
Research Planning	X		X		X					X		4
Research Dissemination [3]	X	X		X	X		X		X			6
Research Methodology		X		X		X					X	4
Research Population												
Low-income children	X			X	X	X		X	X	X	X	8
Average-income or all children	X	X	X							X		4
Handicapped				X	X		X					3
Individualized Instruction						X		X				2
Television Instruction						X	X					2
KINDS OF RESEARCH												
Basic Research		X	X			X						3
Applied Research	X		X	X	X	X	X	X	TRAINING X		X	9
Evaluations	X			X	X	X		X		X	X	7
Longitudinal Studies		X			X	X		X			X	5

2. Including day care or child care studies which will benefit low-income children primarily.

3. Of the work recorded, ONLY OCD research includes studies on dissemination of research other than by means of formal training.

Future Tasks of the Panel

The future work of the Panel has both an immediate and a long-range aspect.

a. Immediate Tasks. In the near future, a major undertaking of the Panel will be a more specific examination of gaps identified in the planned FY '73 research efforts. The preliminary analysis presented in this report has revealed several significant research areas in which relatively little research activity is planned. A comprehensive interagency research plan must represent the proper balance of effort among several areas and kinds of research. Therefore actual, rather than apparent, cases of under- or oversupport must be identified before a coordinated research plan can be devised.

To assist the Panel in this and future endeavors, another immediate objective is to update and further refine the interagency information system. This will be one of the functions of the Information Secretariat, recently established within the Office of Child Development. Since the availability of accurate and complete information is an absolutely essential aspect of planning, analysis and evaluation of a coordinated research program, the Secretariat will focus its energies initially in this area, with the objective of providing a reliable base for the planning of future research programs. Steps are now being taken to develop standard reporting procedures and scientific methods of classifying, storing and retrieving information. Other immediate services of the Secretariat include the analysis of presently available data and the preparation of reports dealing with specific facets of the early childhood research field.

b. Long-range Tasks. One of the Panel's long-range tasks relates to making research plans compatible with social trends and scientific capabilities. Thus, it is essential that present social trends and changes be analyzed, particularly those that appear to have a bearing on the character of the child's immediate physical and social environment and on the demands likely to be made on him as he enters adulthood. For example, an understanding of the effect on children of basic changes in family structure, of advances in the telecommunication field or of programs designed to protect the environment must be reflected in the planning of future research related to children.

In the case of changing scientific capability, research planners must be informed about the state-of-the-art in the scientific disciplines relevant to early childhood research, such as psychology, anthropology or research methodology. Basically this means that regardless of the importance of certain social questions for the well-being of children, they cannot be answered unless the state of scientific knowledge and technology is sufficiently sophisticated. Whatever issues are identified by the Panel as essential for early childhood research will need to be examined in light of how well they fit with current and future scientific capabilities. Realistic research plans will reflect a thoughtful assessment of both social and technological trends.

An additional major task of the Interagency Panel is to make provision for the exchange of information pertaining to child development research over a broad range of users. Means must be developed for the dissemination of research findings to other research scientists (within and without the Federal government), to child-oriented practitioners, such as physicians, social workers and teachers, and to parents.

The formation of the Interagency Panel and the Information Secretariat to serve its needs represents a first step in creating new avenues of communication and cooperation among researchers in the Federal establishment. To help establish more contact between Federal and non-Federal research scientists, the Secretariat under the direction of the Panel will schedule a number of study conferences. The systematic development of procedures to reach other users of research findings is planned. Equally important will be the development of channels of communication to encourage the flow of information from the field to research agencies.

The report of the Interagency Panel on Early Childhood Research and Development has attempted to answer the inquiries of the President and OMB concerning the status of the Federal effort in the area of early childhood research. A preliminary plan relating to a coordinated research program for FY '73 was developed by the Panel members and described in the report. As a basis for this plan, a survey was presented of research questions considered by the Panel to be of highest priority, along with an analysis of research conducted in FY '71. The report concluded with a summary of the future tasks of the Interagency Panel.

Appendix

Agency Plans for Early Childhood Research in FY '73

Examples of
Research Questions Which Will Be
Studied by Federal Agencies

Key

* = Same level of activity in FY '73

0 = No activity in FY '73

+ = More activity in FY '73

L = Less activity in FY '73

I. The Developmental Process

A. The Development of Cognitive Ability	OCD	NICHD	NIMH	MCHS	SRS	OE	OASPE	OEO	Number Agencies Planning Increase
1. Generalization of knowledge and skills and application to new situations	*	*	*	0	0	+	0	0	1
2. Resolve discrepancies between theories of cognitive development	*	*	*	0	0	+	0	0	1
3. Cognitive skills development in infancy	*	+	*	0	0	+	0	L	2
4. Curriculum for cognitive skills development	*	0	*	0	0	*	0	*	0
5. Physiological underpinnings of cognitive development	0	*	*	0	0	0	0	0	0
6. Nature of learning styles	0	*	*	0	0	+	0	*	1
7. Reading and ethnic differences	*	0	*	0	0	*	0	*	0

I. The Developmental Process, cont.

B. Social and Emotional Development	OCD	NICHD	NIMH	MCHS	SRS	OE	OASPE	OEO	Number Agencies Planning Increase
1. When children become attached to others, to whom and how intensely	0	*	*	0	*	*	0	L	0
2. How children's imitation and play affect the formation of self-image and social identity	0	0	+	*	0	0	0	L	1
3. How cultural and subcultural variations within our own country affect differences in children; their effect on adjustment to the dominant culture	0	0	*	0	*	0	*	L	0
4. Natural development of children's moral and ethical behavior	+	*	+	0	0	L	0	0	2
5. Motivation	*	*	+	0	+	+	0	L	3
6. Intervention strategies for infants	+	0	+	*	0	+	0	*	3
7. Social and educational effects of busing	0	0	0	0	0	0	0	0	0
8. Development and prevention of racism	+	*	*	0	0	0	0	0	1
9. Detection and treatment of mental illness	+	0	+	*	0	+	0	0	3

I. The Developmental Process, cont.

C. Physical Development	OCD	NICHD	NIMH	MCHS	SRS	OE	OASPE	OEO	Number Agencies Planning Increase
1. Genetic and maternal-environmental events affecting fetal development	L	+	*	+	0	0	0	0	2
2. Causes of premature birth and birth defects; infant mortality	0	+	0	+	0	0	0	0	2
3. Effects of maternal and child nutrition on pre and post-natal child development	+	+	L	*	0	0	*	*	2
4. Studies associating childhood diseases with the child's own life space	0	0	*	0	0	0	0	0	0
5. Effect of maternal drug abuse on newborn children	0	0	0	+	0	0	0	0	1
6. Physical education and recreation for handicapped children	0	0	0	0	0	*	0	0	0

II. Effect of Primary Environmental Influences

	OCD	NICHD	NIMH	MCHS	SRS	OE	OASPE	OEO	Number Agencies Planning Increase
A. Effect of urban, suburban or rural life on the young child	*	+	0	0	0	0	0	+	2
B. Specification of what ghetto and slum living means to children's physical and mental development	*	*	*	*	*	0	0	*	0
C. How global environmental variables are mediated to the child through more proximal agents	*	+	+	0	*	0	0	*	2
D. How family characteristics (e.g. size, stability, cultural values) affect child development	+	+	+	+	+	0	0	0	5
E. Changing role of the family in U. S. society and its effects on children	0	*	+	0	0	0	0	0	1
F. Impact on children of the formal learning situation of the schools compared with learning at home	L	0	*	0	0	+	0	+	2
G. Interventions for promoting stable family life	+	0	*	0	+	0	0	0	2
H. Individualized and diagnostic instruction	0	0	*	0	0	+	0	*	1
I. Long-term demonstration of individulization principles with high probability of successfully raising achievement scores	*	+	+	0	0	+	0	*	3

III. The Effect of Community and Broader Social Programs

	OCD	NICHD	NIMH	MCHS	SRS	OE	OASPE	OEO	Number Agencies Planning Increase
A. Impact of day care experiences -- for better or worse -- on child development	+	0	+	+	0	+	*	+	5
B. How various amounts of separation from home affect children of different ages	0	*	0	0	0	L	0	+	1
C. Effects of parent involvement on day care and preschool education	+	0	0	0	*	+	0	+	3
D. Training needs for day care staff	+	0	0	+	L	+	*	+	4
E. Long-range effects of various day care and preschool program characteristics	+	0	0	0	0	+	*	+	3
F. Impact of day care health services	+	0	0	+	0	+	*	0	3
G. Impact of maternal and child health programs	0	0	*	*	0	+	*	0	1
H. Impact of programs for handicapped and mentally retarded children	0	0	0	*	0	+	0	0	1
I. Innovation in the delivery of nutritional and health care	+	0	0	+	0	+	*	0	3

III. The Effect of Community and Broader Social Programs, cont.

	OCD	NICHD	NIMH	MCHS	SRS	OE	OASPE	OEO	Number Agencies Planning Increase
J. Coordination of medical services	+	0	0	*	0	+	*	*	2
K. Studies of effective program elements in Head Start, Follow Through, compensatory education programs	*	0	*	0	0	*	*	+	1
L. Training methods which will make effective skills available to early childhood teachers	+	0	*	0	0	+	*	*	2
M. Training methods which will make effective child-rearing and instructional skills available to parents	+	0	*	0	0	+	*	*	2
N. Follow-up programs for studies of earlier preschool programs	*	0	+	0	0	*	0	0	1
O. Alternatives to day care and compensatory education programs							*		
1. Parents as teachers	+	0	*	0	0	+		+	3
2. Older children as teachers	+	0	0	0	0	+		0	2

III. The Effect of Community and Broader Social Programs, cont.

	OCD	NICHD	NIMH	MCHS	SRS	OE	OASPE	OEO	Number Agencies Planning Increase
3. Training teens for parenthood	+	0	*	0	0	0		0	1
4. Combination of home and day care centers	+	0	*	0	0	+		+	3
5. Effects of parental income maintenance on children	0	0	0	0	*	0	*	+	1
6. Impact of employment programs for parents on child development	0	0	0	0	+	0	*	+	2
P. Effects on children of housing programs	0	0	0	0	0	0	0	+	1
Q. Effects on children of basic changes other than above in living conditions	0	+	*	0	*	0	0	+	2
R. Effects and effectiveness of television as a medium of instruction	*	0	*	0	0	+	+	0	2
S. Child advocacy programs	*	+	+	0	+	+	+	0	5

IV. The Global Approach and Combined and Comparative Effects

	OCD	NICHD	NIMH	MCHS	SRS	OE	OASPE	OEO	Number Agencies Planning Increase
A. Whole child, i.e., the child as a total entity	0	+	+	0	*	+	*	L	3
B. Total life space; ecological studies	0	+	+	0	L	L	*	L	2
C. Comprehensive programs or settings (effects of combinations of elements in primary environment)	+	+	+	0	+	+	*	*	5
1. Comprehensive, validated child care and education models for infants	*	0	+	0	0	+	*	*	2
2. Comprehensive, validated child care and education models for toddlers	*	0	+	0	0	+	*	*	2
3. Comprehensive, validated child care and education models for preschool-age-children	*	0	+	0	L	+	*	*	2
4. Comprehensive, validated child care and education models for elementary school age children	*	0	+	0	0	+	*	0	2
D. Combined and/or comparative effects of social programs	0	0	÷	0	+	0	+	*	

V. Research to Benefit all Children

	OCD	NICHD	NIMH	MCHS	SRS	OE	OASPE	OEO	Number Agencies Planning Increase
A. What is a fair distribution of funds for child development and child development research across socio-economic levels and cultural backgrounds	0	0	0	0	0	0	0	*	0
B. What works in education and family care for middle class children	0	0	0	0	0	*	0	0	0
C. What works in education and family care for the bright and able (gifted) child	0	0	0	0	0	*	0	0	0
D. Which different combinations of programs will benefit children with different backgrounds and home environments	+	0	0	0	0	+	*	+	3
E. Negative consequences for minority children of the manner in which special services are delivered	0	*	0	0	+	*	*	*	1
F. Measures of adaptive behavior which take into consideration the unique life style and culture of different ethnic and social groups	+	L	*	0	*	*	*	*	1
G. Curricula for specific kinds of various ethnic groups	*	0	0	0	0	*	0	0	0

VII. Study of Research Planning and Dissemination

	OCD	NICHD	NIMH	MCHS	SRS	OE	OASPE	OEO	Number Agencies Planning Increase
A. Conferences or studies relating to Federal research goals	+	0	+	0	+	+	*	L	4
B. Studies of goals for child development	0	0	+	0	0	*	*	L	1
C. Studies of diffusion, dissemination and utilization of research results	+	0	+	0	+	*	*	L	3

VI. Research on Methodology

	OCD	NICHD	NIMH	MCHS	SRS	OE	OASPE	OEO	Number Agencies Planning Increase
A. Program evaluation procedures for analyzing complex situations containing many variables	*	0	+	0	+	*	*	*	2
B. Program evaluation methods which measure the relation of specific inputs to performance	*	0	+	+	0	+	*	+	4
C. Systems insure that the criteria used to measure success are relevant to program characteristics	*	0	*	0	+	+	*	*	2
D. The refinement and development of techniques of carrying out behavioral observations in natural on-going situations	+	0	+	0	0	+	0	*	3
E. Methodology of longitudinal research	*	*	+	+	0	+	*	0	3
F. Improving measures of young children and infants	+	*	*	0	0	*	0	*	1